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ABSTRACT

This manual outlines the procedures and processes to be followed in evaluating professional growth and service of teacher personnel. Although a comprehensive evaluation should include all professional personnel, the emphasis is on beginning teachers (those in their initial year in the system) and those who, according to the principal, clearly need assistance. The procedural steps are discussed under the following headings: orientation, initial assessment, teachers in continuing service, possible exemption from interim evaluation, coordination and continued supervision, and interim evaluation. Eight assumptions are listed 1) educational goals should be expressed in student-behavior terms, 2) objectives should be established in the affective domain, 3) the psychomotor domain should be given attention at the early childhood levels, 4) the teacher's behavior is modified to involve the learners in setting objectives and determining levels of participation, 5) the approach to student evaluation is behavioral, 6) the teacher must be evaluated in behavioral terms, 7) the supervisor must be aware of the behavioral modifications expected, and 8) teachers should be freed from guilt feelings concerning their performance. The evaluation instruments and forms used in evaluating individual teacher tasks are included. (MBM)

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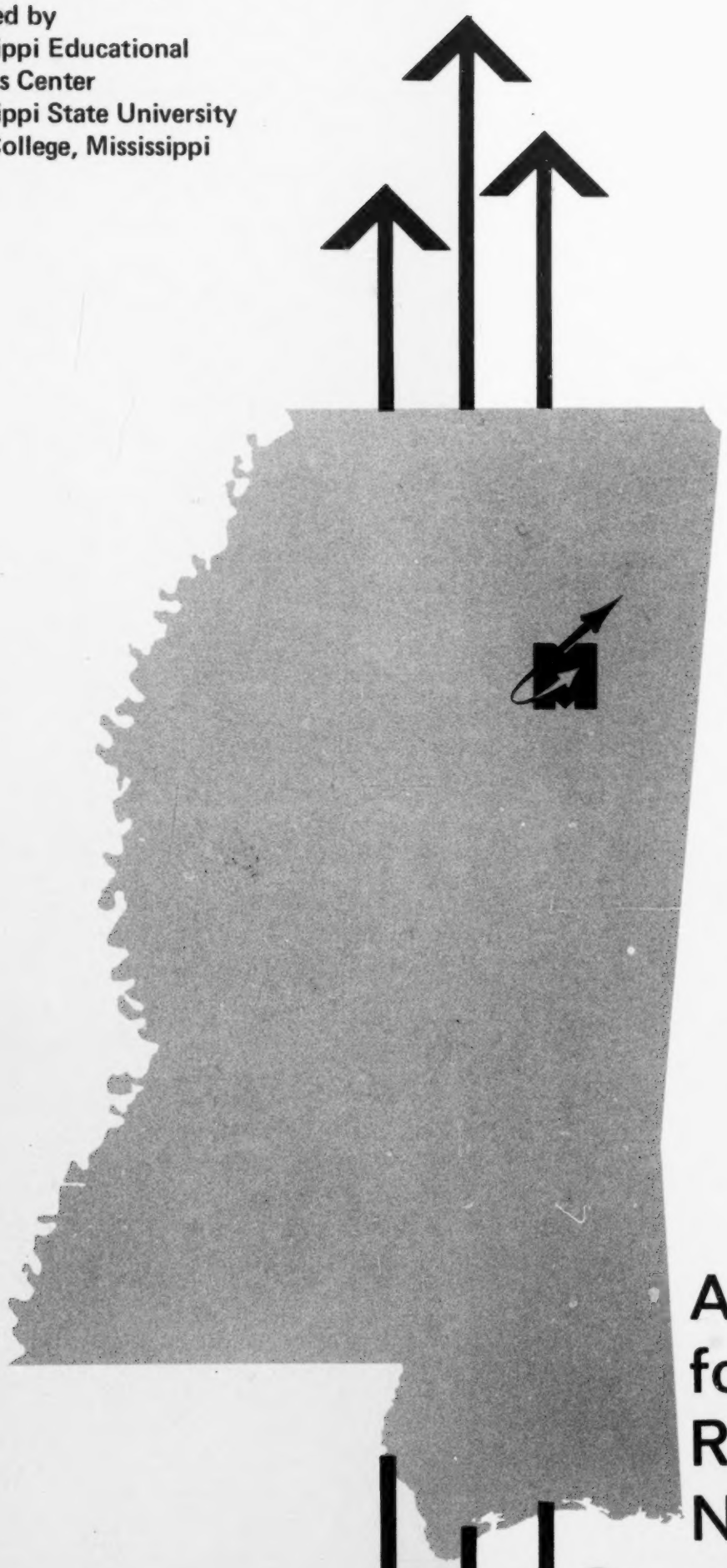

A Manual for Developing Reasonable, Objective, Nondiscriminatory Standards for Evaluating Teacher Performance

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A MANUAL FOR DEVELOPING REASONABLE, OBJECTIVE, NONDISCRIMINATORY STANDARDS FOR EVALUATING TEACHER PERFORMANCE

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Sponsored and Prepared by
Mississippi Educational Services Center
State College, Mississippi 39762

In Cooperation with the Mississippi Task Force Committee

Dr. J. Everette DeVaughn, Consultant and Writer

September, 1971
First Edition

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FOREWORD

The Mississippi Educational Services Center, in reacting to requests for assistance from the Mississippi Council of Public Schools and from individual school districts within the State of Mississippi in their efforts to develop professional evaluation programs for the improvement of instruction, organized a program which it felt would best meet these requests. The program which was organized had as its primary objective the generation of due process procedures and non-discriminatory professional evaluation instruments which would serve as guides to those school districts that wished to implement such a system within their own districts or for use as presented.

The organizational plan called for the selection of a Task Force Committee to be representative of all the major segments of public education within the State of Mississippi. The functions of the Task Force Committee were to select a highly respected authority in the field of professional personnel evaluations and school law and to direct the efforts of the person selected toward the construction of policies and a set of instruments for those school districts choosing to use them. The Task Force Committee selected Dr. J. Everette DeVaughn, Professor of Educational Administration, Georgia State University, Atlanta, Georgia, to serve the Committee in this capacity.

Dr. DeVaughn was charged with the tasks of requesting, collecting and reviewing professional evaluation instruments from throughout the United States and from those districts within Mississippi that had developed their own instruments. Upon review of practice and research in the field, Dr. DeVaughn was to present to the Task Force Committee preliminary drafts for consideration of the committee. The instruments were to be nondiscriminatory, were to meet the requirements of **Singleton** and were to provide for due process of law.

Following the adoption of the preliminary policy instruments by the Task Force Committee, the instruments were then field-tested by five school districts within the State of Mississippi, after which time recommended changes were incorporated into the instruments. Following the field-testing and revision, a professional review panel consisting of twenty teachers, three elementary principals, three secondary principals, three superintendents of schools, eight deans of colleges of education, an officer of the Mississippi Education Association, an officer of the Mississippi Teachers Association, representatives of the U. S. Department of Justice, representatives of the Mississippi Congress of Parents and Teachers, and attorneys for plaintiffs in public school litigation all analyzed the instruments. The instruments were critiqued by representatives of the U. S. Department of Justice and other legal counsel and were adjudged by these to be non-discriminatory, to meet the requirements of **Singleton** and to provide for due process of law.

The Task Force Committee on June 1, 1971, approved the final draft as presented to the committee by Dr. DeVaughn on that date. The Task Force Committee voted unanimously for acceptance of the instruments and for a resolution expressing appreciation to Dr. DeVaughn for a "job well done." The committee then unanimously passed a motion to refer the instruments to the Mississippi Educational Services Center, charging the center with the tasks of editing, reproducing the instruments and providing assistance to those school districts within the State of Mississippi desiring the services of the center in their efforts to implement or improve existing professional evaluation programs or in adoption or adaptation of the procedures and instruments presented.

The Task Force Committee emphasized that care should be taken for the proper use of these instruments. Any school system has given local conditions which dictate differing needs as to the design and use of professional evaluation programs. These instruments should serve as a guide to the individual school districts in developing their own programs or as policy and instruments to be adopted or adapted. Local program planning and development or adoption or adaptation should involve both teaching and administrative personnel in order to be effective.

ACKNOWLEDGMENTS

The National Academy for School Executives and the staff directors and their assistants are due grateful acknowledgment for much of the direction of this Mississippi attempt to develop a defensible evaluation policy, procedure and instrument to evaluate teacher and administrator performance. Some sixty-five systems in Mississippi have made considerable progress toward development of policy and practice consistent with accepted personnel administration.

Grateful acknowledgment is made to the Mississippi Task Force and to all who in great measure shared their thoughts as an attempt was made to develop an evaluative instrument of some objective value in professional improvement and in assessment of teacher performance. The Task Force and its members have demonstrated in this effort the notion that a group of highly qualified individuals can, through free exchange of thought, arrive at reasoned conclusions and a far better solution than could any individual, however experienced.

A review of the literature and instruments throughout the nation was necessary. This review resulted in the conclusion that a procedural policy was essential to due process. Obviously much energy over a long period of time has been exerted in an attempt to evaluate teacher and administrator performance, largely with two results—a checklist with subjective undefined qualities, characteristics or traits; or a complicated interaction analysis instrument or procedure impossible of administration with a large staff.

No one source or instrument has been used here, although the writer has been conscious of most approaches. Appreciation is expressed to Educational Research Service, AASA and NEA Research Division, for permission to use adaptations of a form published in **Educational Research Service Circular No. 7, 1968.**

Personal acknowledment is due Dr. George Redfern, Dr. Willard Elsbree and Dr. E. E. Reutter, Jr., who have influenced the thinking of the writer on problems of evaluation for a decade or more.

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PROCEDURES AND POLICIES IN THE EVALUATION OF THE PROFESSIONAL GROWTH AND SERVICE OF TEACHERS

PURPOSE

General Purpose

The purpose of this manual is to outline the procedures and processes to be followed in evaluation of teacher personnel in professional growth and service in this system and shall apply to all teachers now in service in this system and those to be employed hereafter.

Specific Purposes of Teacher Evaluation

1. To encourage professional growth and improved competency of all teaching personnel;
2. To improve teacher performance in planning learning experiences;
3. To improve teacher performance in implementing learning experiences;
4. To improve teacher performance in teacher-pupil relationships;
5. To improve teacher performance in involving students in setting individual pupil objectives and in assessing the attainment of personal goals;
6. To improve teacher performance by individual personal assessment and to help the teacher overcome weaknesses and gain strengths as a professional by setting individual teacher tasks;
7. To keep the local and central administrators aware of the needs of individual teachers for professional assistance and improvement in teaching, and to provide a basis for allocation of supervisory professional personnel to assist those desiring or requiring help to overcome deficiencies;
8. To provide information and assessment necessary to support administrative recommendation of non-renewal of contract or dismissal during contract year in accordance with Laws of Mississippi, 1953, Extraordinary Session, Chapter 20, Section 6282-26;
9. To provide information and assessment needed in screening and selecting individuals for promotion or special assignment;
10. To provide information and assessment needed to warrant counseling teachers in career development in education or in counseling teachers toward other professions.

SCOPE

A comprehensive evaluative process should include the evaluation of all professional personnel. In evaluating teaching personnel emphasis should focus upon the new teacher and those teachers clearly in need of assistance.

Beginning Teachers or Teachers in Initial Year of Service in the System and Teachers of Longer Service Who, in the Opinion of the Principal, Clearly Need Assistance

All teachers in the beginning year of service or in initial year of service in this system shall be formally evaluated three times during the academic year: during the first month of school; during the first two weeks of December; during the month of February or at other appropriate times, depending upon the size of teaching staff and number of supervisory personnel. Teachers of longer service in the system may be evaluated in the same manner if there is clear evidence of deficiencies needing corrections. Such teachers shall be given notice of their status and the intended process during pre-planning week or initial week of service.

Other Teachers

All other teachers shall with the principal complete the "job tasks" [1]portion of the evaluation form in the first two months of the school year and shall be formally evaluated by March 1. Full report shall be made on or before March 15 to the superintendent, with recommendation of renewal or non-renewal of contract, unless by mutual agreement of the teacher and the principal a later date within the statutory limitations is selected. Such agreement should be in writing and must be made with understanding of the statutory mandates.

PROCEDURES

The effectiveness of any evaluative instrument is dependent to a large degree upon how it is administered. The system herein presented should be thoroughly understood by both the evaluator and the evaluatees. Evaluators should follow closely the planned procedural steps in order to insure that the intent and purpose of the evaluative system is included in the administration of the instrument.

Orientation

All teachers in the system in the initial year of implementation of the evaluation procedure and use of the instrument shall be given a copy of the full evaluation instrument, policies and procedures by the principal during pre-planning week or in the initial week of service. The principal will conduct a conference with all teachers on the substantive and procedural nature of the evaluation, the purposes of the evaluation, the implications, and processes. In succeeding years such orientation conference will be required only for beginning teachers and other teachers new to the system, but will be available for continuing teachers on a voluntary basis each year.

Initial Assessment

Beginning Teachers and Other Teachers in Initial Year of Service in the System and Teachers of Longer Service Who, in the Opinion of the Principal, Clearly Need Assistance

During the first month of school or first month of service all beginning teachers and other teachers in initial year of service in the system and teachers of longer service who, in the opinion of the principal, clearly need assistance and have been so notified during pre-planning week or in the first week of service shall be observed for at least one full period by the principal. In addition to the observation the administrator will consider evidence obtained from observation in informal situations, adequacy of lesson plans and evidence of flexible observance of curriculum guides; pupil-teacher rapport as indicated by nature of student referrals; promptness and accuracy of reports; attendance; student control and climate for learning; kinds of tests administered and questions asked; and other appropriate evidence. If there are significant problems or deficiencies clearly apparent, at least one other observation shall be conducted by the principal, or, preferably, a competent district or central office staff member or supervisor, while the

[1]A "job task" or "performance target" is an agreed-upon goal or objective which when achieved or accomplished will correct an admitted weakness or will strengthen the teacher in an area in which he is judged less than fully adequate. The concept and term adapted from terms used in form used by Cincinnati Public Schools published in **Educational Research Circular No. 7.** AASA and NEA Research Division, 1968, p. 31.

teacher is working with another group of students if the teacher is assigned to a secondary school or to a school organized so that the teacher works with more than one group of students.

After such visitation or observation and consideration of other appropriate evidence, the principal and teacher shall arrange for a private conference as soon after the observation as feasible. Prior to such conference the teacher will complete the evaluation form in all its parts and will set "job tasks" he considers most important and essential to his professional growth. The principal, working separately, will complete the evaluation instrument in all its parts in the same manner. The conference will then consist of consideration of the assessment evaluation and agreement shall be reached and recorded in Column "3" of the form and in the job task portion of the instrument.

If there is disagreement on areas needing special attention for improvement, the matter may be appealed by either party to the higher administrative authority and to the Central Appeals Committee, which shall conduct an investigation and make recommendation to the superintendent as hereinafter provided. In case of agreement, the principal and the teacher will discuss the kind of professional assistance that is needed and the individuals whose services can be obtained who could best assist the teacher to remove deficiencies or to reach desired professional performance objectives. After such agreement, both the teacher and principal will sign the evaluation form in four copies. One copy will be kept by the teacher, one by the principal, and the other two will be sent to the superintendent for his use and that of his staff member charged with the task of professional improvement of teachers in the system. The principal will be responsible for giving professional assistance to the teacher or securing it for the teacher as agreed upon in the teacher-principal initial assessment conference.

In a team-teaching situation evaluation must be made in relation to described role and responsibility of each individual. Size of class and nature of its membership must be considered in the evaluation.

Teachers in Continuing Service. All teachers and staff members other than those specified above under "Initial Assessment" will in the first two months of the school year consider the total evaluation form and will complete the "job tasks" portion of the instrument. (Size of staff may require alteration of target dates, but in such case the staff must be notified in advance.) A private conference will be arranged between each such teacher or staff member and the principal and joint agreement will be reached on the "job tasks" considered most important and essential to the teacher's professional growth and improved competency. Upon failure to reach agreement on one or more matters, the teacher of staff member or the evaluation administrator or supervisor may appeal to the next higher administrator or supervisor, with statement of specific reasons for appeal, with copy to the other and the appeals officer. The principal or the teacher may accept the decision of the appeals officer or appeal to the next higher administrative authority or the Central Appeals Committee.

Possible Exemption from Interim Evaluation. No teacher or staff member shall be exempt from the evaluation process, except that the interim evaluation may be waived by mutual agreement for teachers of long service who in the opinion of the principal and the superintendent are performing at a highly acceptable level; provided, however, that all staff members shall be evaluated in the initial assessment during the first two months of the school year and in the final evaluation in February or early March, in accordance with statutory mandate.

Coordination and Continued Supervision. All beginning teachers and other teachers or staff members in initial year of service and those of longer service who, in the judgment of the principal, clearly need professional assistance will be given continuous evaluation and notice of improvement and progress or notice of continuing need for further improvement during the time between the initial assessment and the next evaluation period, to be completed and reported not later than December 15. As noted previously, not only will evidence from formal evaluation be considered, but other evidence will be considered, such as control of classroom learning situation, lesson planning, nature of questions asked orally and in examination, promptness and accuracy of reports, number and nature of referrals, or other pertinent evidence.

Interim Evaluation. An interim evaluation will be made by the principal on all beginning teachers or staff members and others in that category during the first two weeks in December, or before, following at least one full period of observation by the principal and after consideration of other evidences mentioned previously, and after both the teacher or other staff member and principal have executed the complete evaluation form and after a conference to achieve agreement between the two. In case of disagreement an outside observer from the central administrative or supervisory staff should be mutually agreed upon by the teacher and the principal and be asked to observe before appeal. Distribution of the signed evaluation forms

will as before be one copy each to the teacher or other staff member and principal, with two to the superintendent, one for his use and one to the staff member charged with the responsibility of improving instructional programs and teacher or staff member competency and performance.

In the interim evaluation the principal shall in writing declare his intention to recommend renewal or non-renewal of contract. In case of his declared intention to recommend non-renewal, he will specify the conditions to be met before the final evaluation if his recommendation is to be changed. Nothing herein shall prevent the change of the recommendation of the principal for the teacher or staff member who in the interim evaluation report was judged to be performing at a level warranting his stated intent to recommend renewal, if in the interim period between December 15 and March 1 there is documented evidence of a deterioration in performance to a level below satisfactory.

In case of stated intent of the principal to recommend non-renewal, the teacher or other staff member may without reprisal write a non-concurring statement of specific facts or belief, with specific reasons, which will be distributed to the same report levels indicated for the copies of the report and may, if dissatisfied, appeal to the Central Office Appeals Committee composed of the official in charge of instruction, if not the superintendent, in which case he shall designate one to serve, the personnel officer where available, and four teachers (two of each major race if possible) to be elected by the teaching staff of the system annually in the first month of the school year. The conference conducted by the Central Appeals Committee shall not be an adversary proceeding but will be a hearing in which provision shall be made for full opportunity for each party to have considered all evidence—evaluation reports, non-concurring statements, and to hear new evidence by verbal statement or in other appropriate form. The Appeal shall be heard no later than March 15. The Central Appeals Committee shall make recommendation to the superintendent, with copy to the teacher or other staff member and to the administrator whose evaluative decision is appealed.

The superintendent shall consider the report of the Central Appeals Committee and all other available evidence and shall make recommendation to the board of education and be prepared to submit documentation supportive of the course of action recommended. The superintendent, no later than March 22, will notify the teacher or other staff member of intention to recommend renewal or non-renewal, with statement of detailed specific reasons, to be hand-delivered or sent by registered mail. The teacher or other staff member may within ten days request hearing on charges, setting forth reasons for such request, such as bad faith or constitutionally impermissible reasons.

The board is not required by statute to provide hearing on non-renewal, but will consider allegations of the teacher or other staff member and inform such employee of its decision. If it is believed by the teacher or other staff member that he was non-renewed in bad faith, in that the reason or reasons for which he was non-renewed were not those stated, or that the reasons stated were not sufficient to warrant non-renewal, then the teacher or staff member would have state courts available for remedy in tort. If the bad faith rises to constitutional level, federal courts are available. Of course, if the non-renewal is for stated or believed constitutionally impermissible reason, the federal courts are always available. If inferred constitutionally impermissible reasons are alleged, burden of proof is on the teacher. (With regard to the current status of court decisions on right of probationary or contract teachers in non-renewal, see especially **Drown v. Portsmouth School District,** No. 7667 [1st Circuit Court of Appeals, December 18, 1970].)

During initial year or any year of service in this school system, a teacher or other staff member may be suspended during the contract year in accordance with provisions of School Laws of Mississippi, 1953, Ex. Sess., Ch. 20, Section 6282-26.

ASSUMPTIONS

General

Stated below are assumptions which are believed to be desirable as educational goals for today and in the immediate future. Such goals, methods and learning experiences are current in professional literature and teaching materials; yet, it is known that many systems in the nation as well as in the South, unfortunately, do not have the staff or time to develop extensive behavioral objectives and curricular materials to achieve such objectives because of financial restraints. It is also recognized that in some communities other styles of teaching may be considered more acceptable. It is believed, however, that the assumptions below present valid goals and objectives which should now be achieved or should be targets to be accomplished in the immediate future. The assumptions, therefore, form the bases for projection of desirable or preferred teacher behaviors or performance expected now or in the future. Each system, of course, is free to adapt or adopt goals, assumptions, and behaviors as it feels appropriate. It is fully

recognized that each system may have developed its own philosophy with accompanying assumptions which express that philosophy of education and teacher performance. In that case the system would use the presented conceptual design as a model to be modified in assumptions and teacher and student behavior to fit the needs of the system. The process of policy and procedure development and teacher behavior would be the same except for adaptation of philosophy and expected behavior and outcomes.

Assumption 1. First of all, it is assumed that educational goals and objectives have been established and expressed in student behavioral terms, to include the cognition[2] area and accompanying skills usually expected in student performance as measured by objective tests or observations—speech, reading, writing, computation, demonstrated knowledge in history and related social sciences, biological and physical sciences, and the liberal arts expected and measured at the appropriate developmental level. It is assumed that principles, concepts and issues are expected to be of central importance with synthesis as a major purpose rather than mere accumulation of facts and dates, and that they be related to understanding of current problems and issues as they affect life problems and situations.

Assumption 2. It is furthermore assumed that educational objectives have been established in the affective domain[3] —acceptable appreciations, feelings, attitudes, self-concepts; awareness of and commitment to values and the rights of others; acceptance of others, acceptance of the worth of every individual in a democratic society. This assumption is based on the postulate that how one feels about people, issues, principles, values is equally important as one's cognitive knowledge; in fact, perhaps more important, in that direction, purpose, and commitment and success in a personal sense in life and in service to society depend upon the affective dimensions.

Assumption 3. Although not often enough seen in school or system statement of objectives, the psychomotor domain is also important and has been given attention at the early childhood levels; in learning, for instance, left and right; in developing coordination of muscle groups through dances, games, exercises; and in directing the difficult eye and muscular coordination necessary in reading writing, and the like; and at the later elementary and secondary levels in developing the more intricate psychomotor tasks.

Assumption 4. Under the foregoing assumptions the teaching and learning and supervisory tasks become behavioral in nature. If the student learns, behavior in cognitive, affective and psychomotor domains is modified or reinforced. Under these assumptions the teacher also behaves in a modified way. No longer does he direct, impart facts or conduct drills only, but he involves the learners in setting objectives and in determining levels of participation; in relating to each other on a one-to-one basis and in small group and large group learning situations; in self-directing study; in examining issues, values, and principles in an open climate, he also involves the learners in setting objectives; in determining levels of participation; in having students relate to each other on a one-to-one basis and in small group and large group learning situations; in self-directing study; in examining issues, values, and principles in an open climate, exposing all reasoned points of view freely expressed; in relating themselves and what they learn to the world in which they live, physical and social. In such a free climate the teacher is expected to maintain the control necessary to promote maximum learning opportunity and will not tolerate significant interruption of the learning process.

Assumption 5. The approach to student evaluation is behavioral. An evaluative process must involve assessment of student behavior as well as increments of cognitive learning or skill acquired by the student. The student must also demonstrate some degree of acceptable feelings, attitudes, emotional response, etc.

Assumption 6. It follows that the teacher must be evaluated in behavioral terms, to determine the degree to which he is arranging for learning experiences that will achieve the assumed instructional objectives in cognitive, psychomotor and affective domains.

Assumption 7. The instructional and administrative supervisor must demonstrate an awareness of the behavioral modifications expected as students progress through learning experiences and as teachers place emphasis upon behavior in student evaluation. An essential in the learning environment is student control, self-imposed or teacher-imposed, preferably the former. Free self-expression must not be considered as license without regard for others and the learning rights of others. Therefore, the evaluator primarily seeks to assess not only what is observed as behavior of the student, both in class and out of class, but what behavior is demonstrated by the teacher and what

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[2]The process of knowing or perceiving; perception; anything known or preceived, usually refers to perception of facts or process or understanding of body of knowledge.

[3]Pertains to one's feelings, emotions, attitudes; therefore, involves one's values and attitudinal and emotional responses.

activity is scheduled which clearly leads to change or modification or reinforcement of student behavior, based on assessed principles, values, issues.

Assumption 8. It is assumed, with some good evidence, that many teachers have significant guilt feelings relative to whether they are performing at an accountable or responsible level, and administrators are burdened not only by like feelings but also the worry about how adequately they are assessing and improving instruction. One purpose of the evaluation is to free teachers and principals of such guilt feelings and of the necessity to mumble generalities and apologies about their accomplishments through systematic improvement of teaching and learning and evaluation, and to reward the competent, improve the promising, and rechannel the energies of those not performing at an acceptable level into fields of endeavor other than teaching.

APPENDIX A

AN INSTRUMENT FOR THE EVALUATION OF THE PROFESSIONAL GROWTH AND SERVICE OF TEACHERS

AN INSTRUMENT FOR THE EVALUATION OF THE PROFESSIONAL GROWTH AND SERVICE OF TEACHERS

COMMENTS ON THE USE OF THE EVALUATIVE INSTRUMENT

It is widely accepted that any evaluative instrument can be abused in use. Abuse clearly occurs when the evaluator makes a judgment and assigns a rating to an individual on any item without sufficient observation or other means of acquiring appropriate evidence which can be documented; or when the evaluatee assigns a rating which in his own mind is unrealistic. The process built into the policy suggested in the administration of this instrument should protect against misuse. The joint evaluation by both the administrator and the evaluatee is one protection to both. The joint conference and appeals process are additional needed protections. Perhaps the most effective protection is the joint setting of "job tasks"[1] or objectives for self-improvement and the subsequent joint assessment of progress in accomplishing those tasks. This process in most cases should result in improved professional competence.

If behaviors are apparent in any significant degree, then the numbered standard should be rated. There is provided a space in front of each behavior or evidence for checking (not ranking) the item to support the standard ranked. It must be stressed that evidence on many items on the instrument may best be obtained through conference and conversation, from lists of readings submitted or courses completed, or through knowledge or participation in in-service activities and knowledge of work with parents or in community service. Consideration was given to the idea of pulling out certain items for treatment separately, but on further thought the decision was made to place items difficult to verify by observation in the classroom alone as "Supplementary Evidences" following the "Behavioral Evidences" under the standard. These evidences could be established in the many ways mentioned above.

Further, the main effort has been to design policy and an instrument to be used in evaluation of the classroom teacher and the principal. The instrument for evaluating the teacher may not be adequate for evaluation of the counselor or librarian, for instance, except in part. While the instrument for evaluation of the school administrator may be adequate for evaluation of district superintendents in large systems and central office supervisors or coordinators, there are certain personnel whose performance could not be adequately appraised except in part. For instance, the central staff comptroller or business manager perhaps could be only partially evaluated by the administrative instrument. This discussion highlights the need to develop job descriptions for all differentiated personnel and to develop evaluative instruments for many specialized positions. This is a never-ending task.

It should further be noted that good judgment should be used in application of the evaluative instrument to all personnel.

INSTRUCTIONS ON ADMINISTERING FORM

Using either one of the following number codes, the teacher will rate himself on all items and record his self-evaluation in Column 1. The principal, or other immediate supervisor, will rate the teacher independently, recording his evaluation in Column 2. In conference the teacher and the principal will reach agreement on a joint evaluation to be recorded in Column 3.

0= unobserved		U= unobserved
1= poor		
2= below average, not acceptable	OR	A= acceptable
3= average, or acceptable		
4= above average		N= not acceptable
5= superior		

Behavioral evidences indicated are to be used as guides, but it must be noted that they clearly establish a philosophy of professional qualities and performance which results in teacher role definition that must be officially adopted by board and administration and professional staff if the instrument is to be effective. (See the preceding introduction to "Assumption.")

This instrument when completed in any portion must be classified as confidential and should be available only to the evaluatee, the evaluator, and the reviewing officials.

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[1]Adapted from terms in form used by Cincinnati Public Schools, published in **Educational Research Service Circular No. 7,** AASA and NEA Research Division, 1968, p. 31.

Teacher	Administrator	Agreement
1	2	3

PROFESSIONAL COMPETENCIES AND QUALITIES

STANDARD I: DEMONSTRATES CONTROL OF AND ATTITUDE TOWARDS PUPILS WHICH CREATE AN ATMOSPHERE IN WHICH LEARNING CAN TAKE PLACE.

Behavioral Evidences:

__Demonstrates ability to help students participate in setting or confirming learning objectives;

__Demonstrates ability to help students participate in setting standards of self-control;

__Demonstrates ability to organize the group and the material or learning experiences for efficient learning;

__Establishes a firm alternative of teacher imposed control, as necessary, if students abdicate their responsibility in self-control;

__Creates climate in which all reasonable points of view are considered;

__At appropriate times reevaluates objectives and achievement with students.

Supplementary Evidences:

__Arranges conferences with the students to assess individual strengths and weaknesses and together with students plans work, study, and activities towards correction of deficiencies in the cognitive domain;

__Arranges conferences with the students to assess individual strengths and weaknesses in affective domain and together with the students considers corrective action to reach desirable performance levels;

__Seeks assistance of specialists when need is indicated;

__Reports to parents strengths and weaknesses and areas of needed improvement and helps define parents' roles in the process;

__Seeks student participation in assessing progress toward accomplishment of objectives.

___ ___ ___ STANDARD 2: DEMONSTRATES WIDE AND GROWING KNOWLEDGE IN SUBJECT AREA.

Behavioral Evidences:

__Demonstrates wide knowledge in subject or grade level and related fields;

__Relates subject to current issues and problems;

__Encourages critical thinking and examination of all sides of all questions;

__Freely admits he does not know all answers and demonstrates that he is a learning individual also;

__Explains popular misconceptions;

__Relates understandings to assigned areas and objectives.

Supplementary Evidences:

__Demonstrates in private or group situations outside classroom or in discussion of issues and problems a wide and growing knowledge of subject area or grade level and related fields;

__Relates knowledge to current issues and problems.

___ ___ ___ STANDARD 3: DEMONSTRATES KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT.

Behavioral Evidences:

__Listens thoughtfully to students and demonstrates understanding of developmental tasks with which students are dealing;

__Attempts to reinforce and modify behavior as need is indicated, thus assisting students in their developmental tasks;

__Recognizes the attention span problem of students in given stages of growth and plans learning activities accordingly;

Teacher	Administrator	Agreement	
			___Demonstrates understanding of student search for ideal human models and a value system; ___Recognizes need for sequential learning experiences commensurate with developmental level; ___Diagnoses learning needs of students; ___Encourages student participation in setting objectives to the degree maturity of students will allow; ___Reflects understanding of child growth and development in methods of evaluation used. **Supplementary Evidences:** ___Conducts conferences with individual students to assist in their development.
___	___	___	STANDARD 4: EXHIBITS COMPREHENSIVE KNOWLEDGE OF SOURCES AND MATERIALS IN AREA OR GRADE LEVEL. **Behavioral Evidences:** ___Brings to classroom related sources and materials beyond the textbook; ___Furnishes bibliographies appropriate to students' maturity; ___Relates facts, concepts, values of his area of learning to the problems of the current scene; ___Helps students to realize the fact of continuous rapid change; ___Helps to prepare students for continuous learning in the adaptive process; ___Establishes the fact of rapid outdating of knowledge, and even alteration of attitudes and values in a rapidly changing world; ___Helps students to assess value systems and to protect values believed valid in their time. **Supplementary Evidences:** ___Shares with fellow staff members information on materials, sources, and bibliographies.
___	___	___	STANDARD 5: DEMONSTRATES ADEQUATE KNOWLEDGE OF INSTRUCTIONAL EQUIPMENT AND ITS USE. **Behavioral Evidences:** ___Uses visual and physical aids whenever appropriate to enable students to learn and to reinforce learning; ___Demonstrates an ability to prepare audio-visual and other appropriate materials; ___Demonstrates an ability to operate available equipment; ___Uses balance between conference and directive approaches and uses each as appropriate to learning objectives sought. **Supplementary Evidences:** ___Seeks assistance of central office staff and any other resource individuals available in uses of equipment and preparation of audio-visual aids; ___Seeks funds for equipment and materials through the department chairman or principal.
___	___	___	STANDARD 6: EXHIBITS KNOWLEDGE OF RESEARCH AND INNOVATIVE PROGRAMS. **Behavioral Evidences:** ___Seeks to use productive methods of teaching; ___Encourages research approach to learning; ___Encourages action research. **Supplementary Evidences:** ___Demonstrates an understanding that much research is taking place in education;

Teacher	Administrator	Agreement	
			___Seeks to learn of research results through reading reports and attending workshops and conferences.
___	___	___	STANDARD 7: POSSESSES KNOWLEDGE AND UNDERSTANDING OF BROADER FIELDS OF LEARNING THAN THOSE IN OWN AREA. **Behavioral Evidences:** ___Relates to subject under study concepts, understandings, and research from related fields, where appropriate; ___Draws on depth of knowledge and broader fields to supplement texts. **Supplementary Evidences:** ___Reads and studies professional literature; ___Reads and studies learned journals appropriate to the attention of a fully informed individual; ___Submits reading list to his administrator for use in evaluation process.
___	___	___	STANDARD 8: PARTICIPATES IN IN-SERVICE AND COLLEGE OR UNIVERSITY STUDY. **Behavioral Evidences:** ___Demonstrates use of updated materials and methods. **Supplementary Evidences:** ___Participates in school and system in-service programs to improve professional competency; ___Engages in formal study towards advanced degree; ___Engages in formal study to strengthen competency in needed areas; ___Works on accepted job tasks through self-directed study; ___Engages in formal study to strengthen areas deemed needing reinforcement; ___Provides information to support supplementary evidences.
___	___	___	STANDARD 9: DEMONSTRATES IMAGINATION AND RESOURCEFULNESS IN TEACHING. **Behavioral Evidences:** ___Treats ordinary subject matter or skills in challenging ways with new methods and teaching materials; ___Manifests security to try new approaches; ___Encourages free expression on controversial issues; ___Seizes upon unusual situations or responses in the classroom to engage students in meaningful learning experiences; ___Demonstrates initiative and originality in selecting, organizing, and using material and sources. **Supplementary Evidences:** ___Tests new ideas on fellow teachers or administrator; ___Tests new ideas on students of appropriate maturity level; ___Seeks through his superiors to secure budgetary support for instructional proposals.
___	___	___	STANDARD 10: PRACTICES PROFESSIONAL COOPERATION. **Behavioral Evidences:** ___Demonstrates cooperative relationships with fellow staff members and superiors. **Supplementary Evidences:** ___Cooperates with principal and co-workers; ___Works cooperatively and understandingly with parents and school community, conducting conferences to establish common understandings and to achieve joint and coordinated efforts in assistance to the student;

Teacher	Administrator	Agreement	
			___Accepts his share of out-of-class responsibilities, including sponsorship of student organizations and activities; ___Demonstrates competency in keeping records and making reports; ___Meets assigned deadlines; ___Interprets the school to the community; ___Relates basic concepts, facts, skills, attitudes and values that should be learned in his area; ___Relates the foregoing to stated objectives of the district; ___Follows regulations and policies of the board and higher authority; ___Shares learning with fellow staff members.
___	___	___	STANDARD 11: READS WIDELY IN AREA OF RESPONSIBILITY AND IN BROADER RELATED FIELDS. **Behavioral Evidences:** ___Brings many current issues to the classroom for discussion and study and relates directly to assigned area; ___Seeks to help students understand the necessity of constantly creating or adapting to a rapidly changing world; ___Assists students to realize that they must ever be on the quest for knowledge and understanding. **Supplementary Evidences:** ___Discusses issues and problems with fellow staff members; ___Presents requisitions for updated library holdings related to teaching field or area; ___Provides evidence through submission of list of readings of formal study.
___	___	___	STANDARD 12: EXHIBITS PRIDE IN PROFESSION. **Behavioral Evidences:** ___Acts in keeping with the adopted code of ethics of his profession. **Supplementary Evidences:** ___Subscribes to professional journals in his field; ___Involves himself in workshops to improve professional competence in field; ___Seeks to project in public an image bringing credit to the profession; ___Demonstrates interest in board actions and policies; ___Belongs to and is active in appropriate professional associations; ___Works through professional associations to improve and strengthen the profession and to promote public understanding of the profession; ___Assumes responsibility to become involved in the formulation of school and district policies and procedures to improve schools.

TEACHING PERFORMANCE—UNION OF KNOWLEDGE AND VALUES AND METHODS, MATERIALS, AND EXPERIMENTAL ACTIVITIES

___	___	___	STANDARD 1: DEMONSTRATES GOOD KNOWLEDGE OF TEACHING METHODS. **Behavioral Evidences:** ___States both short and long-range objectives clearly and invites student participation, at appropriate maturity levels, in evaluation of objectives and learning activities and experiences planned to achieve those objectives; ___Selects objectives which are relevant to student needs and abilities; ___Makes assignments which are relevant to student needs and abilities; ___States assignments clearly; ___Makes assignments which reinforce classroom learning; ___Verbalizes concepts and thoughts well;

Teacher	Administrator	Agreement	
			___Makes assignments which are reasonable and yet demanding in amount of time required for completion. **Supplementary Evidences:** ___Through the principal seeks opportunity to observe others known as effective teachers; ___Engages in readings and formal and informal study to improve teaching performance; ___Submits lists of such activities to support "evidences."
___	___	___	STANDARD 2: DEMONSTRATES ABILITY TO DIAGNOSE STUDENT STRENGTHS AND WEAKNESSES IN MAJOR COGNITIVE AREAS. **Behavioral Evidences:** ___Uses standardized tests to determine grade level in each cognate area; ___Demonstrates understanding of validity and reliability tests, standard deviation, standard error, national and local mean; ___Demonstrates ability to determine local mean; ___Demonstrates ability to construct own tests and measurements of some acceptable validity and reliability to diagnose individual instructional needs; ___Assigns to students performance tasks which reveal their strengths and weaknesses. **Supplementary Evidences:** ___Confers with students to assess learning needs and assigns remedial tasks, with participation of student at appropriate maturity levels; ___Evaluates regular work and confers with students on deficiencies to be overcome; ___Confers with parents on needs of students; ___Seeks professional assistance in the area of student needs.
___	___	___	STANDARD 3: DEMONSTRATES ABILITY TO DIAGNOSE DEFICIENCIES, INADEQUACIES, AND STRENGTHS OF STUDENTS IN AFFECTIVE DOMAIN. **Behavioral Evidencies:** ___Demonstrates ability to determine basic attitudes, values, self-concepts of individuals, through standardized inventories, interview of students, discussion with parents, and class discussion on issues, values, concepts; ___Uses available means to diagnose problems and deficiencies; ___Continuously reevaluates and assesses change or growth. **Supplementary Evidences:** ___Seeks assistance in making assessment in affective domain.
___	___	___	STANDARD 4: DEMONSTRATES ABILITY TO PRESCRIBE EDUCATIONAL TREATMENT IN FORM OF COUNSELING, REMEDIATING LEARNING, ACTION OF PARENTS IN HOME, OR PROFESSIONAL ASSISTANCE THROUGH THE SCHOOL SYSTEM OR FROM OUTSIDE. **Behavioral Evidences:** None **Supplementary Evidences:** ___ Seeks help of local counseling staff and central office psychologist in diagnosing and prescribing treatment; ___Realizes that many human weaknesses or emotional problems are slowly remediable and adopts adaptive strategies and techniques to help the individual student to be his most productive, happy, and socially contributive self within the realm of those weaknesses and problems; ___Seeks help of specifically qualified individuals in dealing with students with specialized problems;

Teacher	Administrator	Agreement	
			___Seeks specialized professional assistance in prescribing individual learning tasks.
___	___	___	STANDARD 5: IDENTIFIES THOSE STUDENTS WITH ACCELERATED ACHIEVEMENT. **Behavioral Evidences:** ___Individualizes instruction by directed study for students with accelerated achievement, while having them participate in the common learning activities of the larger group at their level; ___Utilizes such students in assisting other students on a one-to-one, small group, and large group basis as may be appropriate. **Supplementary Evidences:** None
___	___	___	STANDARD 6: IDENTIFIES THOSE STUDENTS WHO HAVE ACHIEVED A RELATIVELY HIGHER DEGREE OF EMOTIONAL MATURITY. **Behavioral Evidences:** ___Individualizes instruction by directed study for students with accelerated or mature emotional development, while having them participate in the common learning activities of the larger group at their level; ___Utilizes such students in assisting other students on a one-to-one basis or in small groups. **Supplementary Evidences:** None
___	___	___	STANDARD 7: IDENTIFIES STUDENTS AT LOW ACADEMIC ACHIEVEMENT LEVELS. **Behavioral Evidences:** ___Gives individual attention in prescriptive learning experiences; ___Assigns such students at least part of the time with higher achievers on a one-to-one or small group basis, with roles established for the high-achiever and the low-achiever, with the thought that both will learn in giving and receiving assistance; ___Tries to avoid racial implications or inferences. **Supplementary Evidences:** ___Seeks assistance of professional specialists in planning learning experiences for the slow learner; ___Utilizes reference materials supplied or recommended by the specialists for the slow learner.
___	___	___	STANDARD 8: IDENTIFIES STUDENTS WITH LOW OR INADEQUATE EMOTIONAL MATURITY LEVELS. **Behavioral Evidences:** ___Analyzes emotional difficulties; ___Assigns students with judged emotional maturity a part of time with students with problems of immaturity. **Supplementary Evidences:** ___Seeks professional assistance in identifying emotional immaturity and its cause if such immaturity is thought irremediable in classroom.
___	___	___	STANDARD 9: PLANS CAREFULLY AND THOROUGHLY FOR EACH DAY'S LEARNING EXPERIENCES. **Behavioral Evidences:** ___Utilizes curriculum guides and observes the flexible limits of scope and sequence;

Teacher	Administrator	Agreement	
			___Updates plans as new knowledge, techniques and sources are developed or discovered; ___Engages students in planning in accordance with maturity of students; ___Makes plans available for possible substitute teacher; ___Considers the principle of sequential learning and "buttressing" effect in planning experiences; ___Plans learning experiences and activities appropriate to the group and each individual, pair of students, small group, larger group; ___Develops plans with a proper balance between student and teacher participation and initiation; ___Plans use of questions which are clear and direct as a main method in motivating learning and in clarifying objectives and understandings; ___Plans so that process becomes important in a democratic classroom; ___Plans so that students at the appropriate maturity level can accept self-control and self-direction; ___Plans so that individual behavior is assessed in terms of group-identified behavioral objectives. **Supplementary Evidences:** ___Submits copy of plans as required to department chairman or principal for use of substitute; ___Files in the principal's office and with student leaders, at appropriate student maturity levels, copy of class rolls and copy of plans, including sources and materials to be used in realizing objectives; ___Requests of any substitute teacher report on student problems and favorable evaluations; ___Requisitions materials and arranges through the principal for other resources, equipment and aids needed to implement learning plans; ___Defines objectives in student behavioral terms.
___	___	___	STANDARD 10: USES INFORMAL AS WELL AS FORMAL EVALUATION TO DETERMINE DEGREE OF ACHIEVEMENT OF LEARNING OBJECTIVES. **Behavioral Evidences:** ___Uses questions which are clear and call for thinking on the part of all students before a single individual or committee is called upon to respond; ___Uses questions which provoke class discussions and evoke student questions directed toward other students or the teacher; ___Uses questions which lead to independent study and further study by small and larger groups; ___Reevaluates long and short-range objectives and reschedules learning activities as needed. **Supplementary Evidences:** ___Engages in discussion of issues and problems in area of assignment with students outside the classroom.
___	___	___	STANDARD 11: SEEKS TO PREPARE STUDENTS TO LIVE AND FUNCTION AS RESPONSIBLE CITIZENS. **Behavioral Evidences:** ___Creates an open climate in which students feel free to express position on all issues appropriate to subject and at their maturity level; ___Helps to create in students a respect for the worth of each individual; ___Seeks self-imposed student control necessary in discussion of controversial issues; ___Establishes an appreciation of the right of each individual to his own reasoned view, so long as he does not interfere with the rights of others.

Teacher	Administrator	Agreement	
			Supplementary Evidences: ___Assists students in developing policy and procedures to be used in election of student officers; ___Encourages students to perform responsibilities of their office.
			PERSONAL QUALITIES
___	___	___	STANDARD 1: DRESSES IN A MANNER ACCEPTABLE TO STUDENTS AND MEMBERS OF THE COMMUNITY. **Behavioral Evidences:** ___Dresses in a manner appropriate to the role of teacher, while exercising the right to be an individual in expression of taste, but avoiding immodesty; ___Demonstrates realization of influence of teacher's dress and grooming on older students and members of the community. **Supplementary Evidences:** ___Does not create in manner of dress and grooming significant interruption of instructional program.
___	___	___	STANDARD 2: DEMONSTRATES COMPETENCY IN ENGLISH USAGE. **Behavioral Evidence:** ___Speaks in a voice tone appropriate to the occasion; ___Articulates and enunciates in an acceptable manner; ___Vocally expresses ideas clearly and in grammatically correct form; ___Demonstrates ability to express himself in writing in a grammatically correct form; ___Makes certain students have understanding of subject matter, issues, concepts, values through clear questions; ___Adapts own language to level of class and individual students; ___Demonstrates ability to express himself in writing in a grammatically correct form.
___	___	___	STANDARD 3: DEMONSTRATES EMOTIONAL MATURITY. **Behavioral Evidences:** ___Maintains consistent poise and control; ___Maintains poise if threatened by students; ___Retains self-control even under attack; ___Accepts own weaknesses or errors with grace; ___Accepts criticism objectively; ___Avoids use of sarcasm; ___Uses rational approach to problem-solving. **Supplementary Evidences:** ___Maintains consistent poise and control in relationship with staff and community members; ___Maintains poise if threatened by parents or community members; ___Accepts critical questions or comments with good grace; ___Attempts to use rational approach to understanding in time of disagreement or conflict.
___	___	___	STANDARD 4: REFLECTS ACCEPTABLE DEGREE OF REFINEMENT. **Behavioral Evidences:** ___Meets people with ease and assurance; ___Relates well to most people, demonstrating a strong personal assurance with good grace; ___Asserts his own value system in a quiet but firm manner. **Supplementary Evidences:** ___Is courteous and thoughtful of others.

Teacher	Administrator	Agreement	
___	___	___	STANDARD 5: REFLECTS A STRONG SENSE OF INTEGRITY. **Behavioral Evidences:** ___Reflects integrity and intellectual honesty in relationships and/or decisions; ___Acknowledges the right of others to hold views different from his own; ___Accepts the student who is demonstrating "bad" language patterns, poor grammar or even vulgarity, while seeking to modify his behavior instead of condemning the individual; ___Insists on student self-control, self-imposed or teacher-imposed, necessary to maintain a climate conducive to learning and free exchange of thought. **Supplementary Evidences:** ___Engages fellow staff members in discussion of issues and problems with good-natured, firm point of view but with respect for others who hold different points of view.
___	___	___	STANDARD 6: DEMONSTRATES REGULARITY AND PUNCTUALITY IN ATTENDANCE. **Behavioral Evidences:** ___Appears at assignments on time and prepared to carry out responsiblilty; ___Deviates from schedule only in face of reasonable overriding conditions or circumstances. **Supplementary Evidences:** ___Realizes that teachers have certain responsibilities outside the classroom and accepts such duties and discharges them in a professional manner; ___Completes records and reports on schedule; ___Completes records and reports with accuracy.
___	___	___	STANDARD 7: MANIFESTS ACCEPTABLE DEGREE OF PHYSICAL FITNESS. **Behavioral Evidences:** ___Demonstrates good health and physical fitness appropriate to assignment and age; ___Fails to report only when ill or when excused for other reason; ___Manifests reasonably high degree of energy in the teaching act or in executing other assigned tasks. **Supplementary Evidences:** ___Participates in physical exercises such as hiking, swimming, or other activity.
___	___	___	STANDARD 8: MANIFESTS AN ACCEPTABLE DEGREE OF ENTHUSIASM. **Behavioral Evidences:** ___Manifests genuine interest in students and people generally; ___Demonstrates a positive belief in the purposes of public education; ___Demonstrates dedication to the democratic processes, reflecting belief that only through significant cognitive and affective learning can democracy hope to remain viable; ___Manifests enthusiasm for learning; ___Manifests a belief that every individual is of infinite worth and must be helped to grow in the degree necessary to participate meaningfully in our democratic society. **Supplementary Evidences:** ___Works with students individually beyond the requirements of the classroom;

Teacher	Administrator	Agreement	
			__Works with students in attaining personal objectives beyond classroom attainment possibilities.
___	___	___	STANDARD 9: POSSESSES A SELF-RELIANT PERSONALITY. **Behavioral Evidences:** __Manifests moral integrity; __Manifests intellectual honesty; __Manifests a sense of humor and can even laugh at one's self; __Demonstrates compassion; __Demonstrates friendliness; __Deals with students impartially; __Accepts own weaknesses and willingly and openly seeks assistance in overcoming them. **Supplementary Evidences:** __Manifests moral integrity; __Manifests intellectual honesty; __Manifests sense of humor and can even laugh at one's self; __Demonstrates compassion and friendliness; __Accepts own weaknesses and willingly and openly seeks assistance in overcoming them; __While cooperating with superiors and co-workers, expresses own reasoned position politely but firmly and with intellectual honesty if it differs significantly from position of others; __Works democratically to bring change; __Recognizes right of others to hold different view at the same time working for own point of view.
___	___	___	STANDARD 10: RELATES WELL TO THE GROUPS WITHIN THE COMMUNITY. **Behavioral evidences:** __Recognizes as paramount the welfare of the student within his present and possible future environment; __Works with community groups and organizations which can serve the interest of the students; __Recognizes the pluralistic nature of current society and seeks to find a common ground for the improvement of the opportunities of all youth; __Keeps welfare of students uppermost in mind when confronted with conflict. **Supplementary Evidences:** __When possible attends meetings of various groups as unaligned guest; __Presents objectives for students to all groups and enlists support of groups in attaining educational goals.
___	___	___	STANDARD 11: DEMONSTRATES BEHAVIOR WHICH IS NOT PREJUDICIAL TO GOOD ORDER AND GOOD HUMAN RELATIONS IN THE SCHOOLS. **Behavioral Evidences:** __Reflects independent reasoned positions on issues, but demonstrates respect for thought and feelings of those individuals with differing points of view; __Shows respect for the concept of the infinite worth of the individual; __Demonstrates an ability to discuss differences without inciting students or colleagues to violent or disturbing actions; __Works to create harmony while supporting his own view;

___Is careful to avoid undue criticism while working to forward his goals or views.

Supplementary Evidences:

___Same as above in relationship with colleagues and superiors in the system and with community members;

___Works in a democratic manner to forward his point of view and beliefs.

APPENDIX B

FORMS TO BE USED IN SETTING AND EVALUATING INDIVIDUAL TEACHER JOB TASKS

FORM TO BE USED BY EVALUATEE AND EVALUATOR IN SETTING INDIVIDUAL TEACHER JOB TASKS[1]

NAME OF SCHOOL _____

NAME OF EVALUATEE _____

NAME OF EVALUATOR _____

(INSTRUCTIONS: After one or more initial observations and visitations by the principal, the principal and teacher will arrange for a private conference as soon as feasible. Prior to such conference the teacher will determine the "job tasks" he considers most important and essential to his professional growth. He will list these in the proper space and then sign his initials under the column labeled "Evaluatee." The principal, working separately, will list the "job tasks" he considers most important for the teacher and then sign his initials under the column labeled "Evaluator." In conference then, both Evaluatee and Evaluator will consider the proposed job tasks and both initial, under column headed "Conference" those job tasks which they agree shall be undertaken by the teacher. At the conclusion of the conference, both will sign and date the form in space provided.)

	INITIALS		
	EVALUATEE	EVALUATOR	CONFERENCE
I. AREA OF PROFESSIONAL COMPETENCIES AND QUALITIES			
Tasks			
1.	___	___	___
2.	___	___	___
3.	___	___	___

(Use additional sheets as needed.)

[1]Adapted from form used in Cincinnati Public Schools, published in **Educational Research Circular No. 7**, AASA and NEA Research Division, 1968, p. 30.

(FORM TO BE USED IN SETTING TEACHER JOB TASKS, cont.)

		INITIALS		
		EVALUATEE	EVALUATOR	CONFERENCE
II.	AREA OF TEACHING PERFORMANCE			
	TASKS			
	1.	____	____	____
	2.	____	____	____
	3.	____	____	____
III.	AREA OF PERSONAL QUALITIES			
	Tasks			
	1.	____	____	____
	2.	____	____	____
	3.	____	____	____

Evaluatee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

FORM TO BE USED FOR EVALUATION OF PROGRESS ON INDIVIDUAL TEACHER JOB TASKS[2]

NAME OF SCHOOL _____

NAME OF EVALUATEE _____

NAME OF EVALUATOR _____

INSTRUCTIONS: After the initial conference with the principal and prior to each evaluation period thereafter, the teacher will individually assess his progress on the previously proposed job tasks. He will indicate those he feels he has successfully completed by listing and initialing them under the column headed "Evaluatee." The principal, working separately, will indicate the job tasks he considers successfully completed by initialing them under the column headed "Evaluator." In conference, both Evaluatee and Evaluator will consider the proposed job tasks and jointly initial those they agree are successfully completed. When all job tasks are completed to the satisfaction of both teacher and principal, both will sign and date the form.[3]

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[2]See footnote on page 2, Appendix B.

[3]If Evaluatee and Evaluator fail to agree on successful completion of one or more job tasks, either party has recourse to the Central Appeals Committee.

		INITIALS		
		EVALUATEE	EVALUATOR	CONFERENCE
I.	AREA OF PROFESSIONAL COMPETENCIES AND QUALITIES			
	Tasks			
	1.	____	____	____
	2.	____	____	____
	3.	____	____	____
	(Use additional sheets as needed.)			

		INITIALS		
		EVALUATEE	EVALUATOR	CONFERENCE
II.	AREA OF TEACHING PERFORMANCE			
	Tasks			
	1.	____	____	____
	2.	____	____	____
	3.	____	____	____
III.	AREA OF PERSONAL QUALITIES			
	Tasks			
	1.	____	____	____
	2.	____	____	____
	3.	____	____	____

Evaluatee's Signature Date

Evaluator's Signature Date

Reviewing Officer's Signature Date